R E P O R T R E S U M E S

ED 010 718 EC 000 007

STATE PLAN FOR SPECIAL EDUCATION.
TEXAS EDUCATION AGENCY, AUSTIN
REPORT NUMBER TEA-11-65-3500-1126-B-705 PUB DATE NOV 65
EDRS PRICE MF-$0.18 HC-$2.56 64P.

DESCRIPTORS- *SPECIAL EDUCATION, *PROGRAM DEVELOPMENT, *PROGRAM ADMINISTRATION, *PSYCHOLOGICAL EVALUATION, *TEACHER CERTIFICATION, SPEECH THERAPY, MENTALLY HANDICAPPED, BLIND, DEAF, DEAF BLIND, EMOTIONALLY DISTURBED, PARTIALLY SEEING, PHYSICALLY HANDICAPPED, HOMEBOUND CHILDREN, DEAF PRESCHOOL PROGRAMS, HOSPITALIZED CHILDREN, HARD OF HEARING, MINIMALLY BRAIN INJURED, EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, TEXTBOOKS, TRANSPORTATION, HEARING THERAPY, AUSTIN

THIS BULLETIN INCLUDES INFORMATION FOR THE INITIATION, ORGANIZATION, AND OPERATION OF SPECIAL EDUCATION PROGRAMS IN TEXAS. PROGRAMS DESCRIBED ARE FOR THE BLIND, PARTIALLY SIGHTED, PHYSICALLY HANDICAPPED, HOMEBOUND OR HOSPITALIZED, MINIMALLY BRAIN-INJURED, DEAF AND SEVERELY HARD OF HEARING, EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, SPEECH AND HEARING THERAPY, EMOTIONALLY DISTURBED CHILDREN, PRESCHOOL DEAF CHILDREN, AND DEAF-BLIND OR NONSPEAKING BLIND CHILDREN. IN ADDITION TO PROGRAM DESCRIPTIONS, INFORMATION IS GIVEN ABOUT LOCAL PLANNING, PSYCHOLOGICAL REPORTING, TEXTBOOKS, TEACHER CERTIFICATION, AND TRANSPORTATION. (CG)

ED0107718
EC 000007

STATE PLAN
FOR
SPECIAL EDUCATION

TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
NOVEMBER, 1965

STATE PLAN
FOR
SPECIAL EDUCATION

TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
NOVEMBER, 1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TEA-11-65-3500-1126-B-705

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.

2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.

3. Non-discriminatory use of facilities.

4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

FOREWORD

Texas schools are committed to the principle of education for all children, regardless of variance in abilities. The basis for Special Education is found in the belief that every child is entitled to full recognition of his right to educational opportunity, consistent with his capacity to learn. With this philosophy, the program of Special Education for exceptional children was begun in the State of Texas in 1945. Beginning with classes for the physically and speech handicapped, the program has developed and expanded to include the retarded, blind, deaf, deaf-blind, minimally brain-injured, and the pilot program for the emotionally disturbed. Changing concepts in education, habilitation, and vocations have created the need for new approaches with these children and youth. As a result, the ADMINISTRATIVE GUIDE AND STATE PLAN FOR SPECIAL EDUCATION (1960) has been revised in an effort to meet these changing needs.

This present bulletin, STATE PLAN FOR SPECIAL EDUCATION (1965), has been prepared and revised to include information for local school administrators relative to policies for the initiation, organization, and operation of Special Education classes in Texas.

J. W. Edgar
Commissioner of Education

TABLE OF CONTENTS

I. Special Education 1

II. Blind. 3

III. Partially Sighted 4

IV. Physically Handicapped--Schoolroom 5

V. Physically Handicapped--Homebound or Hospitalized 6

VI. Physically Handicapped--Minimally Brain-Injured 8

VII. Deaf and Severely Hard of Hearing 9

VIII. Educable Mentally Retarded 10

IX. Trainable Mentally Retarded 12

X. Speech and Hearing Therapy 13

XI. Administrative Definitions 14

XII. Procedure for Initiating Programs 16

XIII. Establishing and Operating Units 18

XIV. Pilot Program for Emotionally Disturbed Children 21

XV. Program for Preschool Age Deaf Children. 28

XVI. Policies for Establishment of County-Wide and Bi-County-Wide Day Schools for Deaf 30

XVII. Policies for the Education of Deaf-Blind and Non-Speaking Blind Children. 35

XVIII. Appendices

A. The Local Plan for Organization and Administration . . . 38

B. The Individual Psychological Report. 40

C. Pertinent Information Relative to Special Education Programs 43

1. Accreditation Standards 43
2. Financing. 44
3. Pupil Personnel Accounting 44
4. Consultative Services Available to Local Districts . . 45

D. Textbooks for Exceptional Children 46

E. Certification for Special Education Teachers 48

F. Transportation for Certain Exceptional Children 54

PUBLIC SCHOOL LAWS
RELATING TO SPECIAL EDUCATION

Certain changes in the laws governing the program of special education in Texas were enacted by the 59th Legislature, 1965. The new legislation is in the process of compilation and is presently unavailable for inclusion in this publication.

A supplement to the State Plan will be published later with statutes and amendments on special education. Until such time as the supplement is distributed, reference may be made to the Texas Education Agency Bulletin 647, *Public School Law Bulletin*, 1964, and its August 1965 supplement, *Laws and Resolutions Affecting Public Education.*

STATE PLAN FOR SPECIAL EDUCATION

I. SPECIAL EDUCATION

Definition

SPECIAL EDUCATION is the provision of services additional to or different from those provided in the regular school program by a systematic modification and adaptation of equipment, teaching materials, and methods to meet the needs of exceptional children.

EXCEPTIONAL CHILDREN include those so different in mental and/or physical characteristics that special educational provisions must be made for them. Special education programs are provided by law* under the Minimum Foundation Program for children and youth who are blind, partially sighted, physically handicapped (crippled, those with special health problems, and minimally brain-injured), deaf, mentally retarded (educable and trainable), those requiring speech and hearing therapy, and a pilot program for emotionally disturbed children. **

Pupil Eligibility

The following standards shall apply to ALL pupils placed in special education classes:

- All children shall be six years of age on or before September 1 and not over twenty-one on that date (Exception: Pilot Program for Emotionally Disturbed which is limited to six through seventeen years of age)

Refer to Article 2922–13, Section 1, Subsection (4), Vernon's Texas Civil Statutes, as amended by Regular Session of the 58th Legislature (Public School Law pertaining to Exceptional Teacher Units.)

**Refer to page 21, PILOT PROGRAMS FOR EMOTIONALLY DISTURBED CHILDREN, POLICIES OF THE STATE BOARD OF EDUCATION, 1964.*

- Children admitted to classes for the blind, partially sighted, physically handicapped in school, minimally brain-injured, home or hospital, deaf, and emotionally disturbed shall have the intellectual ability to achieve in the regular academic program of the public school

- Children having more than one handicap, one of which is mental retardation, shall be classified as MENTALLY RETARDED for educational purposes

- All children shall meet the other minimum admission requirements set forth for each type of exceptionality

- All children shall be admitted and maintained on a trial basis

- Parents shall sign a statement approving admission to program.

II. BLIND

Definition

Children who have central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees are considered legally blind and are eligible for reimbursement of educational materials from State and Federal funds to aid the education of the blind. *

Purpose

The purpose of the program for the blind in public schools is to assist blind children through the use of braille, auditory and tactual methods to fulfill their potential.

Pupil Eligibility

The following information will be used to determine pupil eligibility:

- Chronological age
- Grade placement and academic achievement level
- Written comprehensive psychological report signed by examiner
- Eye specialist's report on visual acuity and conditions of eyes
- Physician's written report of a medical evaluation
- Signed recommendation of the local placement committee
- Signed statement from parents or guardian approving admission to class for blind.

Formula

CODE NUMBER	MIN. NO. PUPILS FOR ONE-HALF UNIT	MIN. NO. PUPILS FOR ONE UNIT	MIN. NO. PUPILS FOR TWO UNITS	NO. PUPILS FOR EACH UNIT ABOVE TWO
41	4	8	14	10

Vernon's Texas Civil Statutes, Article 2876k, Section 5, 55th Legislature.

III. PARTIALLY SIGHTED

Definition

Children whose visual acuity rating is 20/70 or less in the better eye (after all necessary treatment and compensating lenses have been provided (are classified as partially seeing.

Purpose

The program for the partially sighted, organized either as an itinerant program or self-contained classroom unit, is intended to provide specialized services for children who because of visual impairment have difficulty in the regular classroom. These services include assistance in the use of magnification, lighting and preferential seating as well as aid in securing educational materials appropriate to the visual condition of individual children.

Pupil Eligibility

The following information will be used to determine pupil eligibility:

- Chronological age
- Grade placement and academic achievement level
- Written comprehensive psychological report signed by examiner
- Eye specialist's report on visual acuity and condition of eyes
- Physician's written report of a medical evaluation
- Signed recommendation of the local placement committee
- Signed statement from parents or guardian approving admission to class for partially sighted or granting permission for itinerant teacher to work with child

Formula

CODE NUMBER	MIN. NO. PUPILS FOR ONE-HALF UNIT	MIN. NO. PUPILS FOR ONE UNIT	MIN. NO. PUPILS FOR TWO UNITS	NO. PUPILS FOR EACH UNIT ABOVE TWO
41A	4	8	16	10

IV. PHYSICALLY HANDICAPPED — SCHOOLROOM

Definition

Children of normal intelligence who are handicapped through congenital or acquired defects in the use of their bodies are considered physically handicapped.* When they are unable to function with normal individuals of the same age, they may be provided for in a class at school.

The following categories are not eligible for service: minor illnesses and minor accidents, pregnancies, and emotional illnesses.

Purpose

The objectives of special education for the physically handicapped (crippled and/or those with special health problems) taught at school, home, or in a hospital closely approximate the objectives of the regular school program as the physical conditions of the children permit.

Pupil Eligibility

The following information will be used to determine pupil eligibility:

- Chronological age
- Grade placement and academic achievement
- Written comprehensive psychological report signed by examiner
- Physician's written report indicating description of handicaps**
- Signed recommendation of the local placement committee
- Signed statement from parents or guardian approving admission to class for physically handicapped in the school

Formula

CODE NUMBER	MIN. NO. PUPILS FOR ONE-HALF UNIT	MIN. NO. PUPILS FOR ONE UNIT	MIN. NO. PUPILS FOR TWO UNITS	NO. PUPILS FOR EACH UNIT ABOVE TWO
42	4	8	14	14

Not including the blind, partially sighted, deaf and severely hard of hearing.

***There should be a comprehensive medical evaluation each year to determine the change(s) in the physical condition of the child in order for the placement committee to come to a decision regarding eligibility and future placement.*

V. PHYSICALLY HANDICAPPED — HOMEBOUND OR HOSPITALIZED

Definition

Children of normal intelligence who are handicapped through congenital or acquired defects in the use of their bodies are considered physically handicapped.* Children, who because of illness or a crippling condition cannot attend classes in the public schools, may be provided instruction in a hospital or at home.

The following categories are not eligible for service: minor illnesses and minor accidents, pregnancies, and emotional illnesses.

Purpose

The objectives of special education for the physically handicapped (crippled and/or those with special health problems) taught at school, home, or in a hospital closely approximate the objectives of the regular school program as the physical conditions of the children permit.

A child may be included in a unit for the homebound or hospitalized provided he may be expected to be in the program for a minimum of four weeks. A minimum of three hours of instruction per week is required for each pupil.

Pupil Eligibility

The following information will be used to determine pupil eligibility:

- Chronological age
- Grade placement and academic achievement
- Written comprehensive psychological report signed by examiner

  This may be waived provided the child has been enrolled in a regular classroom and has been making satisfactory progress prior to illness and/or accident.

- Physician's written report indicating description of handicap

  There should be a comprehensive medical evaluation each year to determine the changes in the physical condition of the child in order for the placement committee to come to a decision regarding eligibility and future placement.

**Not including the blind, partially sighted, deaf and severely hard of hearing.*

- Signed recommendation of the local placement committee
- Signed statement from parents or guardian approving admission to class for physically handicapped in the home or in a hospital

Extended Instructional Programs

HOMEBOUND. All units for the homebound shall receive an initial approval of nine months (175 teaching days). A unit may be extended to ten months (195 teaching days) or eleven months (215 teaching days) when the required minimum number of children need additional instruction.

HOSPITALIZED. Ten months (195 teaching days) or eleven months (215 teaching days) of instruction may be approved for programs in hospitals when the required minimum number of children need additional instruction. The justification for extended instructional services shall be made in the Local Plan, or supplement thereto, presented with the original application for approval.

JUSTIFICATION. The justification for extended instructional services for the current school year shall be made by letter to the Director of the Division of Special Education not later than May 1. A "Change of Personnel Form" shall also be filed with the Division of Finance not later than May 1.

Formula

CODE NUMBER	MIN. NO. PUPILS FOR ONE-HALF UNIT	MIN. NO. PUPILS FOR ONE UNIT	MIN. NO. PUPILS FOR TWO UNITS	NO. PUPILS FOR EACH UNIT ABOVE TWO
42A Homebound	4	7	12	9
42B Hospitalized	4	8	14	10

VI. PHYSICALLY HANDICAPPED — MINIMALLY BRAIN-INJURED

Definition

Children who are normal or above in intelligence, but who have learning difficulties directly attributable to an organic defect caused by a neurological condition, and who are unable to adjust to or profit from a regular school program may be considered for classes for minimally brain-injured children.

Purpose

For the minimally brain-injured, the purpose of the program is to provide an instructional program in an educational setting that will meet the needs of individual children with minimal injury by assisting them to function educationally and emotionally in such a way that, whenever possible, they may be prepared to return to the regular school program.

Pupil Eligibility

The following information will be used to determine pupil eligibility:

- Chronological age
- Grade placement and academic achievement
- Written comprehensive psychological report signed by examiner indicating potential to achieve academically
- Physician's written report of a general physical evaluation
- Report of neurological examination (evaluation) describing extent of brain-injury
- Signed recommendation of the local placement committee
- Signed statement from parents or guardian approving admission to class for minimally brain-injured children

Formula

CODE NUMBER	MIN. NO. PUPILS FOR ONE-HALF UNIT	MIN. NO. PUPILS FOR ONE UNIT	MIN. NO. PUPILS FOR TWO UNITS	NO. PUPILS FOR EACH UNIT ABOVE TWO
42C M. B. I.	4	8	14	10

VII. DEAF AND SEVERELY HARD OF HEARING

Definition

Children whose sense of hearing is nonfunctional (after all necessary medical treatment, surgery, and/or use of hearing aids) for understanding normal conversation which results in a delay in the development of language and/or speech are considered deaf.

Purpose

The purpose of instruction for deaf and severely hard of hearing children is twofold--communication and regular academic achievement. The program shall also include speech reading, development of communication, and conservation of any residual hearing through auditory training.

Pupil Eligibility

The following information will be used to determine pupil eligibility:

- Chronological age
- Grade placement and academic achievement level
- Written comprehensive psychological report signed by examiner
- Physician's written report giving a description of the handicap
- Report of an individual audiogram
- A signed recommendation of the local placement committee
- A signed statement from parents or guardian approving admission to the class for the deaf and severely hard of hearing

Formula

CODE NUMBER	MIN. NO. PUPILS FOR ONE-HALF UNIT	MIN. NO. PUPILS FOR ONE UNIT	MIN. NO. PUPILS FOR TWO UNITS	NO. PUPILS FOR EACH UNIT ABOVE TWO
43	4	8	14	10

VIII. EDUCABLE MENTALLY RETARDED

Definition

Children whose intelligence quotients are approximately 50-70 shall be considered educable mentally retarded. They may be expected to profit from an organized program designed to promote social adjustment and vocational proficiency.

Purpose

The objectives of programs provided for educable mentally retarded children emphasize development of satisfactory social adjustments and relationships; physical competencies and desirable health habits; the appropriate use of leisure time; the acceptance of home responsibilities; and the attainment of vocational proficiency. The instructional program shall be based on Seven Sequential Levels of Development.* Upon completion of the assigned curriculum, the pupil is eligible for school graduation and may be issued either a diploma or certificate. If a diploma is issued there shall appear on the face of it the wording--SPECIAL EDUCATION DEPARTMENT.

Pupils shall NOT be placed in this program for remedial purposes. It is acknowledged that there may be rare exceptions where children scoring in the 70-75 I.Q. range should be placed in the program for the educable mentally retarded. This may be done on an exceptional basis only when fully supported by a recommendation in the psychological evaluation plus the local placement committee's decision that the pupil is mentally deficient (not educationally retarded) and is eligible for the program. However, in no case will pupil eligibility be considered when the intelligence quotient is above 75.

Pupil Eligibility

The following information will be used to determine pupil eligibility:

- Chronological age
- Minimum mental age 3.5
- Intelligence quotient approximately 50 to 70

**See Pupil Personnel Accounting, Appendix C, page 45.*

- Written comprehensive psychological report signed by examiner*
- Physician's written report of medical evaluation
- Signed recommendation of local placement committee
- Signed statement from parents or guardian approving admission to class for educable mentally retarded

Formula

CODE NUMBER	MIN. NO. PUPILS FOR ONE-HALF UNIT	MIN. NO. PUPILS FOR ONE UNIT	MIN. NO. PUPILS FOR TWO UNITS	NO. PUPILS FOR EACH UNIT ABOVE TWO
44	4	8	14	14

The Cooperative Rehabilitation Plan

School districts in cooperation with the Divisions of Special Education and Vocational Rehabilitation may establish and operate special vocational rehabilitation facilities at the secondary school level. The primary purpose of this facility is to provide, on an organized and systematic basis, vocational rehabilitation services to all eligible physically handicapped and mentally retarded boys and girls over 16 years old who because of their disability have an employment handicap, as authorized in the State Plan for Vocational Rehabilitation and at the same time are enrolled in a special education class.

VOCATIONAL ADJUSTMENT COORDINATOR. A Vocational Adjustment Coordinator is a special education teacher at the high school level whose responsibility for one half or more of the school day is to perform the vocational rehabilitation function of the special education program.

UNITS FOR VOCATIONAL ADJUSTMENT COORDINATORS. Units for Vocational Adjustment Coordinators are initially approved for nine months (175 teaching days) and are allocated by formula as a teacher unit. Such units may be extended to ten months (195 teaching days) or eleven months (215 teaching days) when a minimum of eight (8) pupils are on job training stations and/or supervised employment stations, when the Vocational Adjustment Coordinator is scheduled for more than half the day for performing the rehabilitation function, and the school district has entered into a formal agreement with the Division of Special Education and the Division of Vocational Rehabilitation for the establishment and operation of a vocational adjustment facility. Continuance of units for ten or eleven months shall be based on data submitted by the superintendent and in the report by the Vocational Rehabilitation Counselor assigned to the school district. The provision for additional instructional services shall be made in the Local Plan or supplement thereto, presented with the original application for approval for such services.

**See Individual Psychological Report, Appendix B, page 40.*

IX. TRAINABLE MENTALLY RETARDED

Definition

Children whose intelligence quotients are approximately 35-50 are incapable of being educated through ordinary classroom instruction or special education facilities for the educable mentally retarded children and shall be considered trainable mentally retarded. They may be expected to benefit from training in a group setting designed to promote social adjustment and develop skills needed for daily living.

Purpose

The objectives of training programs for the trainable mentally retarded children emphasize self-care in health, safety, and personal grooming routines; adequate patterns of social conduct; work habits and skills needed for daily living; speech and language development; and diversional activities. The curriculum for older trainable mentally retarded children places particular emphasis on the development of economically useful skills with an ultimate goal of ability to work in a sheltered situation.

Pupil Eligibility

The following information will be used to determine pupil eligibility:

- Chronological age
- Minimum mental age of 3
- Intelligence quotient approximately 35-50
- Written comprehensive psychological report signed by examiner
- Physician's written report of medical evaluation
- Signed recommendation of local placement committee
- Signed statement from parents approving admission to a class for trainable mentally retarded and indicating their willingness to participate in the program as set forth in the Local Plan

Formula

CODE NUMBER	MIN. NO. PUPILS FOR ONE-HALF UNIT	MIN. NO. PUPILS FOR ONE UNIT	MIN. NO. PUPILS FOR TWO UNITS	NO. PUPILS FOR EACH UNIT ABOVE TWO
44 A	4	8	14	14

X. SPEECH AND HEARING THERAPY

Definition

Children whose speech deviates so far from the speech of others that it attracts attention, interferes with communication, or causes maladjustment are considered speech handicapped.

Children who have a hearing loss of 20 decibels or more in at least two frequencies in the speech range or a loss of 30 decibels in one frequency in the speech range in the better ear shall be considered mildly hard of hearing.

Purpose

Speech and hearing therapy attempts to develop and improve the speech of those children whose social, educational, or vocational proficiency is reduced or endangered by atypical speech.

Conserving residual hearing, developing and/or maintaining intelligible speech are the purposes for the mildly hard of hearing. The program shall include language development, speech reading, and auditory training. *

Pupil Eligibility

The following information will be used to determine pupil eligibility:

- Name, sex, chronological age
- Grade placement
- Written report from a certified speech and hearing therapist giving the type of disorder and the degree of severity
- Report from a group and/or individual hearing test identifying the type and severity of loss
- A signed statement, or evidence, from the parent or guardian approving admission to the speech and hearing therapy program

Formula

CODE NUMBER	MIN. NO. PUPILS FOR ONE-HALF UNIT	MIN. NO. PUPILS FOR ONE UNIT	MIN. NO. PUPILS FOR TWO UNITS	NO. PUPILS FOR EACH UNIT ABOVE TWO
45	30	60	110	100

**Two 30-minute therapy sessions per week are recommended for each pupil.*

XI. ADMINISTRATIVE DEFINITIONS

Units

A UNIT in special education refers to a group of exceptional children and the designated teacher.

ONE-HALF UNIT refers to that unit which utilizes a teacher on a half-day basis, with a minimum of four pupils for self-contained classrooms or thirty pupils for speech and hearing therapy in an itinerant program.

A COMBINATION UNIT refers to that unit which combines two types of handicaps. The children may be taught as a group provided they present common problems which will blend into a group teaching situation; or a teacher may divide his time between two different teachable groups. Trainable mentally retarded and minimally brain-injured may not be combined with any other exceptionality.

Equivalency schedule for combination units. Any combination of 8 pupils of any TWO types will justify a combination unit with the exception of speech and hearing therapy. Speech and hearing therapy is combined as follows:

Number of Children Speech and Hearing	Number of Children Other
52	1
45	2
37	3
30	4
22	5
15	6
8	7

A COOPERATIVE UNIT refers to that unit which is formed through a cooperative agreement between two or more adjoining districts in the same county when a minimum number of eligible pupils are not present in any one district. The unit shall be attached to one of the cooperating districts and allocation of funds will be made to that district. The pupils from the cooperating school may attend a special education class at the designated school; or a teacher of hospitalized, homebound, partially sighted, and a speech and hearing therapist may serve the pupils on an itinerant basis in their home district.

Duration of Instructional Programs

NINE MONTHS. All special education unit approvals are effective at the beginning of each school year for nine months (a minimum of 175 teaching days) unless otherwise approved.

TEN MONTHS. Special education units utilized in cooperation with teacher training institutions may be approved for ten months (195 teaching days). The justification for additional instructional services shall be made in the Local Plan or supplement to the Local Plan, presented with the application for approval. A description of the cooperation between the school district and the teacher preparation institution shall be given in the Local Plan.

Duties of Personnel

THE DUTIES OF A SPECIAL EDUCATION TEACHER of exceptional children may be defined as a regular teaching day of instructional activities involving exceptional children who have been designated for the authorized unit. In addition to the teaching load, the teacher may be assigned to a share of routine responsibilities of operating the school provided his group is supervised at all times.

A TEACHER-COORDINATOR is a teacher who assumes responsibility for a teaching load of exceptional children and who is assigned part-time to coordination of the special education program. The Teacher-Coordinator of a special education program in school systems operating three or more approved units may be approved for ten months.

In addition, school systems operating approved special education programs on more than one campus may assign one teacher to devote part-time to coordination, provided three or more units are on a campus that is not under the direction of a building principal. Such a teacher may be approved for ten months.

XII. PROCEDURE FOR INITIATING PROGRAMS

Survey

A SURVEY of the school district shall be made to determine the number of exceptional children in each area of exceptionality.

Local Plan

A LOCAL PLAN for Special Education shall be developed and filed with the Division of Special Education giving a plan of operation for the program in the local district.

Placement Committee

A PLACEMENT COMMITTEE of not less than three professional persons shall be established to determine the eligibility of exceptional children (with the exception of the speech and hearing handicapped) for original placement and continued enrollment in special classes.

A COMMITTEE REPORT shall be signed by each member and filed in the pupil's individual folder.

THE MEMBERSHIP may vary from time to time and consist of those persons who have had contact with the child and/or his family. Such a committee may be composed from the following: superintendent and/or his representative, principal, coordinator or supervisor of special education, classroom teacher, special education teacher, school physician, school nurse, visiting teacher, school counselor, vocational rehabilitation counselor, social worker, and psychologist.

THE RESPONSIBILITY of the Placement Committee includes the following:

- Studying the data from the varied sources on each child and making recommendations prior to admission to special education
- Evaluating the progress of each pupil and making recommendations concerning his continuation in special class
- Making recommendations concerning the dismissal of pupils from special class
- Requesting additional information, if the need for it is indicated, to assist in educational planning and placement.

Psychological Evaluation

AN INDIVIDUAL PSYCHOLOGICAL EVALUATION shall be a part of the data available on each child admitted to all types of special education except speech and hearing therapy.* The evaluation must include the administration, assessment, and reporting of a standardized individual intellectual examination appropriate for the type of disability, as well as consideration of other factors which would complete the psychological evaluation. The evaluation shall be done by a competent psychological examiner and a signed written report submitted.

Each pupil maintained in special education shall have an individual psychological re-evaluation no less than ONCE EVERY THREE YEARS in relatively uncomplicated cases.

Psychological Examiner

THE PSYCHOLOGICAL EXAMINER shall be a professionally trained person in the area of individual psychological evaluation. If the person is an employee of the school district, his college transcript on file in the superintendent's office should show a minimum of six semester hours of college work in the area of individual psychological evaluation including a practicum and/or supervised practice in individual testing.

---

*The standardized individual intellectual evaluation may be waived for the homebound or hospitalized provided the child has been enrolled in a regular classroom and has been making satisfactory progress prior to illness and/or accident.

XIII. ESTABLISHING AND OPERATING UNITS

Initial Unit Applications

The superintendent* shall make initial application for units to the Director of the Division of Special Education on or before June 1** on forms prepared by and available from the Texas Education Agency. All such applications shall be accompanied by a Local Plan which has been developed for organizing and administering special education.

New Type Units

The superintendent* shall make application for new type special education units to the Director of the Division of Special Education on or before June 1** on forms prepared by and available from the Texas Education Agency.

- Schools expanding a program to include a new type of special education shall submit a supplement to their Local Plan.
- Any new type unit, approved but not activated the previous year, shall be considered as a new type unit on the application for the current year.
- School districts shall have available classroom space for new type units at the time of application or shall have developed plans that will insure having classroom space available by the time new type units are to be put into operation.

Approval of New Type Units

Applications for new type special education units shall be reviewed jointly by a committee from the Division of Special Education and the Division of Finance. Initial approval will be made by the committee and approval becomes final only when the name of a properly certified teacher is listed on the school's official personnel roster. Units not activated by October 15 shall be cancelled.

** Application for cooperative units which would serve the county shall be made through the office of the County Superintendent, but shall be attached to one school district.*

*** Applications for units for the homebound or hospitalized pupils may be made any time during the current school year when need is established.*

Continuance of Units

A special education unit shall be continued as long as it meets the standards set for that particular type of unit. Justification for this continuance will be based on the number of eligible pupils submitted in the Superintendent's Annual Report.

Approval of Continuing and Additional Units

Approval of units will be considered as a part of the Superintendent's Annual Report as it relates to participation in the Minimum Foundation Program and is included as part of the preliminary application and final application for Foundation Funds.

Changing Types of Units

An approved unit of one type may be changed to a unit of another type or to a combination unit, provided the pupils are eligible, the teacher properly certified in each area concerned, and a request for change is sent to the Division of Special Education.

Review of Records

The following records shall be on file in the school and available to representatives of the Texas Education Agency for program review, audit, and/or accreditation:

- Individual pupil file establishing eligibility
- Pupil accounting records
- Teacher's daily schedule
- Unit master list of pupils
- Teacher's certificate
- Other records essential to the program

SUMMARY FORMULA FOR UNIT ALLOCATION

CODE	MIN. NO. CHILDREN FOR ONE-HALF UNIT	MIN. NO. CHILDREN FOR ONE UNIT	MIN. NO. CHILDREN FOR TWO UNITS	NO. CHILDREN FOR EACH UNIT ABOVE TWO
41 Blind	4	8	14	10
41A Partially Sighted	4	8	16	10
42 Physically Handicapped* in school	4	8	14	14
42A Physically Handicapped* at home	4	7	12	9
42B Physically Handicapped* in hospital	4	8	14	10
42C Minimally Brain-Injured	4	8	14	10
43 Deaf	4	8	14	10
44 Educable Mentally Retarded	4	8	14	14
44A Trainable Mentally Retarded	4	8	14	14
45 Speech and Hearing	30	60	110	100

**Not including the blind, partially sighted, deaf and severely hard of hearing.*

XIV. PILOT PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

Definition

The definitions of emotionally disturbed children which shall furnish the basis for the Pilot Program are as follows:

A. Legal Definition: "...the words 'emotionally disturbed children,' whenever used, will be construed to include any child whose emotional condition is medically determined and psychologically determined to be such that he cannot be adequately educated in the regular classes of the public schools, without the provision of special services."*

B. Functional Definition: Emotionally disturbed children are those seventeen years of age, or under, who evidence inability to relate realistically with the program of a public school and who are unable to function near capacity mentally, socially and emotionally. The determination shall be made both psychologically and medically upon referral by school personnel.

Characteristics

Although there are varying degrees of the following behavioral deviations in emotionally disturbed children, the key to the eventual diagnosis of this condition is the persistency of these symptoms. Some of the commonly observed characteristics are:

- inability to learn at a rate commensurate with his intellectual, sensory-motor and physical development,
- inability to establish and maintain adequate social relationships,
- inability to respond appropriately in day-to-day life situations,
- a variety of excessive behavior ranging from hyperactive, impulsive responses to depression and withdrawal.

Purpose

The purpose of the program for emotionally disturbed is to provide an instructional program under the auspices of the public schools that will meet the needs of individual children who are emotionally disturbed by assisting them to function educationally and emotionally in such a way that they will be prepared to:

- remain in a regular program,
- return to a regular classroom,
- enter a regular classroom, or
- develop to the best of their capacity outside the regular classroom.

**Authority created by Senate Bill 306, 59th Legislature, 1965.*

Facilities

The following are the minimal facilities necessary for establishing and maintaining a program for the emotionally disturbed:

A. School Facilities

1. Classroom of standard size or larger
2. Private conference rooms accessible to classroom

B. Community Facilities

1. Community mental health center or
2. Accessibility of adequate diagnostic facilities or personnel

Personnel

Additional personnel specifically related to the program for the emotionally disturbed are as follows:

A. Related School Personnel

1. Social worker or visiting teacher
2. Available resource person in time of crises (such as mental health consultant, counselor, principal)
3. Liaison person to serve between child, special class, and regular class

B. Consultant Personnel

1. Psychiatrist
2. Psychologist
3. Social Worker

Eligibility Requirements

Placement Committee

An ADMISSION, RETENTION, AND DISMISSAL COMMITTEE of not less than five members shall be established to determine the eligibility of exceptional children for original placement and continued enrollment in special classes. The membership may vary from time to time and consist of those persons who have had contact with the child and/or his family.

A. Possible membership

Superintendent	Psychiatrist
Principal	Psychologist
Coordinator of Special Education	Physician
Regular Homeroom Teacher	Social Worker
Special Education Teacher	School Nurse
Visiting Teacher	Rehabilitation Counselor
School Counselor	

B. Responsibilities

- After thorough study of data on the child which have been collected from various sources, the Committee shall make recommendations concerning each child's admission to or dismissal from special education classes.

- The Committee may request additional information to assist in educational planning and placement of any child if the need for it is indicated.

Local Plan

A detailed Local Plan for each program shall be prepared by the local district and a copy submitted to the Division of Special Education on or before October 15. This plan shall be descriptive of the individual programs and will include the following points:

- local administrative provision for the unit
- instruments used in identifying and evaluating pupil progress
- consultant provisions for unit
- plan for orientation of building faculty, other staff members, and community
- other aspects as covered in these guidelines

General Standards for Admittance

The following standards for admittance shall be met in the operation of a Pilot Program for Emotionally Disturbed Children:

A. Each child shall be six years of age on September 1 and under seventeen on that date.

B. Each child shall evidence potential to achieve in the regular education program of the public schools.

C. Any child having more than one handicap, one of which is mental retardation, shall be classified as MENTALLY RETARDED for educational purposes.

D. Each child must be admitted and maintained on a trial basis.

E. The parent(s) or guardian of each child shall sign a statement approving admission to the class for the emotionally disturbed.

F. Each child shall meet the Minimum Admission Requirements (listed below) for inclusion in the program.

Minimum Admission Requirements

The following reports shall be available on each child admitted to the class for the emotionally disturbed to be used by the Placement Committee in determining placement in and dismissal from the class. These reports shall also be available for audit purposes.

A. Educational Appraisal. The educational appraisal of each child shall be supervised by educational personnel and include such items as school history, academic levels, remediation program necessary with a plan for operation, and other pertinent educational information.

B. Social Appraisal. The social appraisal shall be supervised by a social worker or visiting teacher and include the following:

. Problem as stated by the parent, teacher, or others; duration of symptoms including action towards correction and reason referral is being made at that particular time.

. Family situation and structure, social and economic status, and any special problem.

. Child's general health and medical history (reported by family).

. Statement or description of what the child is like, his behavior and attitudes, his achievements, and his personality (reported by family).

C. Medical Appraisal. The medical appraisal shall be supervised by a psychiatrist and include the following:

- Compilation of detailed facts about the child's medical background--birth, development, illnesses, accidents, and emotional growth
- Physician's written report of medical evaluation
- Reports of clinical and laboratory examinations
- Psychiatric diagnosis

D. Psychological Appraisal. The psychological appraisal shall be supervised by a psychologist and include the following:

- Report of origin of disturbance and degree to which child recognizes his problem.
- Assessment of approximate level and quality of the child's mental capacity
- Evaluation of the child's potential for growth and estimation of his ability to profit from therapy and education
- Recommendation for educational planning.

Administrative Formulas

The following formulas shall provide the administrative basis for each class in the Pilot Program:

A. Primary Class

Location: Elementary School
Ages: 6-10
Membership: Minimum 6; maximum 10

Unit allocation: 9 months (175 teaching days)

B. Upper Elementary Class

Location: Elementary School
Ages: 9-13
Membership: Minimum 6; maximum 10

Unit allocation: 9 months (175 teaching days)

C. Secondary Class

Location: Secondary School
Ages: 13-17
Membership: Minimum 8; maximum 14

Unit allocation: 9 months (175 teaching days)

D Mental Health Center Class

Location: In conjunction with a Mental Health Center or a Parent-Child Guidance Center.

This program is planned for children who are too disturbed to be in public school classes, but who receive treatment and therapy at center. The teacher assigned has responsibility for the child's educational program.

Ages: 6-17
Membership: Minimum 8; maximum 14

Unit allocation: 9 or 10 months (175 or 195 teaching days)

E. Hospital Class

Location: In hospital where school-age children are hospitalized for intensive treatment.

The teacher assigned has the responsibility for the child's educational program.

Ages: elementary 6-12; secondary 13-17
Membership: Minimum 6; maximum 14

Unit allocation: 9 or 10 months (175 or 195 teaching days)

Teacher Certification and Training

The following minimum requirements for teachers in the Pilot Program for the Emotionally Disturbed shall be met:

A. Each teacher shall hold a valid Texas teaching certificate

B. Each teacher shall attend the Orientation Workshop the week of August 22-28 prior to the opening of school year 1965-66, and other workshops as may be scheduled.

C. Each teacher shall complete six semester hours of college work directly related to teaching emotionally disturbed children during the summer of 1966, unless such work has been completed previously.

Finance

The following rules for financing these programs are applicable to the Pilot Program for the Emotionally Disturbed only:

A. Teacher salaries for authorized Pilot Program Units are paid by local districts under the usual procedures for Minimum Foundation Program Funds.

B. Local districts operating hospital units will be allocated $600 for each unit for maintenance and operation purposes from Minimum Foundation Funds.

C. School districts operating other than hospital-units will be allocated $200 per pupil for maintenance and operation purposes from Minimum Foundation Funds. Each school district shall submit to the Division of Special Education a list of eligible pupils admitted to the unit. The Division of Special Education will then certify the unit to the Division of Finance for operational funds for the school year.

- For school year 1965-66, the deadline for submitting a list of pupils is on or before February 1, 1966.

- For school year 1966-67, the deadline for submitting a list of eligible pupils is on or before November 1, 1966.

Other Administrative Considerations

A. Instruments for educational evaluations will be specified by the Division of Special Education.

B. Copies of all information regarding children will be accessible to the special teacher and will be made available to the Research-Coordinator-Consultant (Division of Special Education) upon request.

C. If a school district is unable to activate its unit by October 15, such unit may be relinquished and reassigned to another school district.

D. Each school district must be willing to experiment with different educational procedures for the Pilot Program in consultation with the Research-Coordinator-Consultant.

E. Each school is encouraged to establish a "communications consultant team" whose purpose shall be to cooperate in the establishment of an educational program. The team would enhance the communication between the administration, faculty, and parents, for the betterment of the program.

XV. PROGRAM FOR PRESCHOOL AGE DEAF CHILDREN

Definition

Children whose sense of hearing is nonfunctional (after all necessary medical treatment, surgery and/or use of hearing aids) for understanding normal conversation which results in a delay in the development of oral language and/or speech, are eligible for classes for the preschool age deaf.

Purpose

The purpose of the instructional program for preschool age deaf children is to develop sufficient communication to enter the first grade.

Pupil Eligibility

Children three years of age on September 1 and under six on that date may be admitted to the program.

Admission to the program shall be on a trial basis after evaluation of the following:

- physical status
- otological examination including audiogram
- social maturity
- educability
- personal and family history

Formula

MIN. NO. PUPILS FOR ONE-HALF UNIT	MIN. NO. PUPILS FOR ONE UNIT	MIN. NO. PUPILS FOR TWO UNITS	NO. PUPILS FOR EACH UNIT ABOVE TWO
4	6	12	8

Administration

APPLICATIONS for units for the preschool age deaf shall be made on or before June 1 each year and filed with the Director, Division of Special Education, on forms prepared by and available from the Texas Education Agency.

Each application shall be accompanied by a PLAN OF OPERATION for the program.

A COOPERATIVE UNIT may be approved for two or more adjoining school districts in the same county when a minimum number of eligible pupils is not present in any one district.

NO COMBINATION UNITS where preschool age deaf children are combined with other handicapped children enrolled in special education classes will be approved because the preschool program is not considered a part of the regular special education program for exceptional children. However, it is reimbursed from Minimum Foundation Program funds.

In order for a school system to utilize the services of one teacher for preschool age and school age deaf, it will be necessary to have a minimum of four (4) of each type to justify a half unit of each. SEPARATE applications shall be made for each half unit.

Certification Requirements for Teachers

STANDARDS governing certification of teachers of the deaf shall apply to teachers of the preschool age deaf.

Financing

The SALARY to be paid a teacher of the preschool age deaf shall be in accordance with the official salary schedule of the participating school district.

The COST of each unit shall be based on the salary of the teacher plus an operational allotment of $50 per month.

The COST of operating the program shall be borne by the State and each participating district on the same percentage basis that applies to financing the Minimum Foundation Program in that respective district for the year immediately preceding the year for which the application is being made.

XVI. POLICIES FOR ESTABLISHMENT OF COUNTY-WIDE AND BI-COUNTY-WIDE DAY SCHOOLS FOR THE DEAF

Definition of a County-Wide Day School for Deaf or a Bi-County-Wide Day School for Deaf*

A county-wide day school for deaf, or a Bi-County-Wide Day School for Deaf is a school operated by one designated school district within the county or bi-counties without regard to other school district boundaries, which is housed in one building, except that upon agreement between the State Commissioner of Education and the superintendent of schools of the operating district, additional locations of the school may be established when it can be demonstrated that such additional locations will more adequately serve the educational needs of the deaf children of the county.

Pupil Eligibility

1. The parents of the child must reside in the designated county or bi-counties and the child must be legally transferred either by parental application or by special transfer from the district of his residence to the district operating the approved county-wide day school program.

   Pupils living in counties contiguous with the Bi-County Day School may be transferred to and attend the Bi-County Day School if the superintendent of the home district and the superintendent of the receiving district agree.

2. A child whose sense of hearing is non-functional (after all necessary medical, and/or surgical treatment, and/or use of hearing aids) for understanding normal conversation which results in a delay in the development of oral language and/or speech, is eligible for admission to county-wide day schools.

3. A child six (6) years of age on September 1 and under fourteen (14) years of age on that date, is eligible for admission to the program. A child fourteen (14) years of age and under twenty-one (21) years of age on that date, may be eligible for admission to the county-wide day school for the deaf provided a program for this age has been agreed to by the State Commissioner of Education and the designated district.

**Authority created by Senate Bill 22 of the 57th Legislature, 1961 and amended by Acts, 58th Legislature, 1963, and House Bill 1092, 59th Legislature, 1965*

4. Deaf children between the scholastic ages of six (6) and thirteen (13) inclusive as of September 1, shall not be eligible for admission to the Texas School for the Deaf except upon recommendation of the superintendent of the operating district with concurrence of the residential school superintendent.

5. Deaf pupils between the ages of six (6) and thirteen (13) inclusive currently enrolled in the residential schools for the deaf have a choice of remaining in the state residential school or enrolling in the day school provided in their home county.

6. Admission to the program shall be made after evaluations have been completed on the following:

   - Physical status
   - Otological examination
   - Audiological report
   - Educability
   - Medical and family history

Multiply handicapped: In the instance of a multiply handicapped child, deafness must be the major handicap. Mental retardation is considered a greater educational handicap than deafness.

Certification Requirements for Teachers of the Deaf

Standards governing certification of teachers of the deaf shall apply to teachers employed in the county-wide day schools. Supervisors shall hold appropriate certificates and be qualified for their positions by training in the area of teaching the deaf and a minimum of three years of experience in that area. Principals shall hold administrator's certificates.

Formula for Unit Allocations

Teacher units, supervisors and/or a principal for the county-wide day school for the deaf shall be allocated in accordance with the following formula:

1. One teacher unit shall be allocated for every eight (8) eligible deaf pupils or major fraction thereof.

2. One supervisor shall be allocated for every ten (10) teacher units not to exceed a total of three; except, however, each approved day school shall have at least one (1) supervisor.

3. County-wide day schools with fifteen (15) or more teacher units shall be allocated one (1) full-time day school principal unit.

Special Education Eligibility

No school district within a county which has in operation an approved county-wide day school for deaf children (ages 6 to 21 inclusive), shall be eligible under the regular program of special education, to apply for teacher units for deaf pupils except when the authorized day school operates an approved program for ages six (6) to thirteen (13) inclusive only, the school district having enough deaf children (ages 14 to 17 inclusive) to justify a unit may apply through the regular program of special education.

Designation of Operating District

The State Commissioner of Education shall designate and shall enter into an agreement with a school district in each eligible county of the State for establishment and operation of a county-wide day school for the deaf.

In the agreement, the State Commissioner of Education shall commit the State to provide financial support to the county-wide day school for the deaf in accordance with provisions of the statutes authorizing the program.

In the agreement, each designated school district shall be committed to provide the administration, educational program, pupil transportation services, and necessary facilities to maintain and operate the county-wide day school.

Pupil Transfers (Ages 14 to 21 Inclusive) to Residential Schools

Students between the ages of fourteen (14) and twenty-one (21) inclusive on or before December 31, may enter the residential schools or they may elect to remain in the authorized county-wide day schools. Transfers, however, shall be made in September only. Applications for transfer to the residential schools must be made on or before June 1 to the superintendent of the residential school.

The local school district operating a county-wide day school may decide upon proper facilities for an educational and vocational program for students of this age and upon an agreement with the State Commissioner of Education establish the facilities and operate under this Act.

Financing

The cost of this program shall be determined by statutory formulas. The Act provides that all State funds allocated shall be used for no other purpose than for the operation and maintenance of a county-wide day school for eligible deaf pupils. Such funds shall be accounted for separately and shall be subject to audit by the Texas Education Agency.

The county-wide day school shall be operated for the same school calendar year as that of the operating school district.

The preliminary application for funds shall be filed by each designated school district with the Finance Division of the Texas Education Agency on or before August 20 of each year, such application to serve as a tentative basis for allocating funds. The application shall contain an estimate of enrollment for the school year concerned and shall have attached an official salary schedule of the designated school district.

The application shall also contain information as to the certificate number, degree status, years of experience, salary, etc., for each teacher, principal or supervisor assigned to the program. If all eligible units have not been filled at the time the preliminary application for funds is filed, the district may estimate the salaries to be paid for such units.

The enrollment on the first Monday in October of each year or on such date designated by the district in its preliminary application for funds shall serve as a basis for allocating funds for that year.

In addition to the preliminary application for funds, the district shall be required to file a final application for funds which will reflect the number of eligible pupils enrolled the first Monday in October or on the designated date.

The cost of the above program shall be added to the district's Foundation Program Allotment and each district will receive its payments in the same manner that regular Foundation payments are made.

Allowable state costs for this program will be determined as follows:

1. Salaries

   The salary to be paid a teacher, supervisor, or principal in the county-wide day school for the deaf shall be in accordance with the salary schedule of the district where the day school is established.

2. Operation Allotment:

   An operation expense allotment of Five Hundred Dollars ($500), including transportation, shall be allowed per each eligible deaf pupil enrolled in the program on the first Monday in October or the designated date for each current school year.

3. Initial Allotment:

   One initial allotment in the amount of Two Thousand Dollars ($2,000) per teacher unit approved for the first year of operation only for the inauguration of an elementary program, ages six (6) through thirteen (13) inclusive, shall be allowed for the acquisition of transportation vehicles, auditory and other classroom equipment and other aids and adjustments needed for training such deaf pupils in this program.

Another initial allotment in the amount of Two Thousand Dollars ($2,000) per teacher unit approved for the first year of operation only for the inauguration of the secondary program, ages fourteen (14) through twenty-one (21) inclusive, shall be allowed for the acquisition of transportation vehicles, auditory and classroom equipment and other aids and adjustments needed for training such deaf pupils in the secondary program.

Program Coordination

Program coordination between the county-wide day schools and the residential schools for the deaf shall be attained through a committee composed of representatives from the following:

1. Each of the county-wide day schools
2. Residential schools
3. Division of Special Education
4. Division of Vocational Rehabilitation

XVII. POLICIES FOR THE EDUCATION OF DEAF-BLIND AND NON-SPEAKING BLIND CHILDREN

House Bill 198, Acts of the 54th Legislature, Regular Session, 1955, makes provision for the maintenance, care and education of persons under the age of 18 years who are totally deaf and blind. The 56th Legislature amended the Act to include non-speaking blind children; and Senate Bill 39, 59th Legislature, 1965, amended the Act to extend the age of eligibility to 21.

Definition

ACTS 1955, 54th LEGISLATURE: "Totally deaf and blind persons as used in this Act mean a person having such defects of sight and hearing that in the determination of the Board the person may not be cared for, treated and educated in the manner now provided by the State for blind and deaf persons."

ACTS 1959, 56th LEGISLATURE: "A totally blind and non-speaking person" means a person having such defects of sight and speech, irrespective of cause or origin, that in the determination of the Board, he may not be cared for, treated or educated in the manner provided for the blind or non-speaking.

Deaf: The Committee on Nomenclature of the Conference of Executives of American Schools for the Deaf in 1937 defined the deaf as follows: "Those in whom the sense of hearing is nonfunctional for the ordinary purposes of life.... There may be enough residual hearing so that they may be able to hear or feel the vibration of extremely loud noises such as explosions, thunder, or the vibration of a plane; but there is not enough hearing remaining to enable them to hear speech no matter how loud it may be."

Blind: The American Medical Association in 1934 defined blindness as: "Central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees."

Policies

The following responsibilities are placed on the State Board of Education:

- To provide for the maintenance, care and education of persons under the age of 21 years who are both deaf and blind
- To accept applications from parents or guardians for cost of maintenance, care and education of deaf-blind or non-speaking blind children

- To negotiate and enter into contract with public or private institutions within or without the State which are equipped to provide the specified facilities and personnel necessary to care for and educate persons who are both deaf and blind or non-speaking blind persons

- To provide necessary attendant, transportation and maintenance to and from such institutions for deaf-blind or non-speaking blind persons

Pupil Eligibility

The following information will be used to determine pupil eligibility:*

- Chronological age
- Psychological evaluation
- General medical evaluation
- Ophthalmologist report
- Otologist report

Selection of Cases

Selection of students for services will be based on the following:

- Personal and social history
- Educational background
- Medical background, including opthalmological and otological reports
- Psychological readiness for services
- Expectation of success in educational program
- Condition of obligations and needs

Procedure

APPLICATIONS under this Act may be made by parent or guardian on forms provided by the Texas Education Agency and submitted to the Director of Special Education, Texas Education Agency, Austin. Applicants will be considered in the order in which their applications are received.

**Costs of medical reports are to be assumed by the parent or guardian.*

All applications will be reviewed by the STATE PLACEMENT COMMITTEE and the responsibility for recommending placement of any student is vested in this committee.

Based upon the Placement Committee's conslusions and recommendations in each case, the Commissioner of Education will determine whether or not there are services available for the applicant in the established schools of Texas for the deaf and blind or non-speaking blind.

Provided funds are available, applicants found to be eligible will be sent to a school with which the Texas Education Agency has a contract for maintenance, care and education of deaf-blind or non-speaking blind children. An attendant will be designated and provided for each case as needed to accompany the student to and from the designated school.

Authorization

The Commissioner of Education shall secure bids from institutions providing a program of maintenance, care and education for deaf-blind and non-speaking blind children. After proper investigation of the program, services and facilities of the institution submitting the bid, the Commissioner shall recommend to the State Board of Education those schools with which the State may negotiate contracts for services under this law, and those applicants who are eligible for services.

THE LOCAL PLAN FOR ORGANIZATION AND ADMINISTRATION

According to the basic philosophy of the Texas Education Agency, the responsibility for organizing and administering education programs lies with the local school district. With this concept in mind, each local school district making application for Special Education unit(s) is asked to submit a Local Plan for organizing and administering its program along with the application forms. A suggested outline may include:

Introduction

A statement or resolution of policy and philosophy for Special Education in the local system.

I. Organization of the Program

- Types of units needed as revealed by survey of community
- Readiness of home, community, and school to accept and support program
- Facilities and agencies available for related services
- Eligibility determination for pupils for each type of unit

  Procedure for screening

  Analysis of data available on each pupil

  Content of psychological study including name(s) of individual tests used
- Criteria for admission to and dismissal from classes for each type of unit
- Coordination of program
- Transportation

II. Physical Facilities

- Location and description of classrooms and buildings
- Specialized equipment provided
- Teaching aids and instructional supplies provided

III. Organization of Classes for Each Type of Unit

- Objectives
- Methods used in reporting to parents
- Plans for grouping students on elementary, junior high, and senior high campuses (e.g., if chronological age groupings are used for educable mentally retarded, state how grouped and where)
- Plans for participating in regular school program (basic academic classes are inappropriate for educable mentally retarded)
- Plans for incorporating the services of a Vocational Rehabilitation counselor for students at secondary setting
- Plans for utilizing local business establishments for on-the-job training or laboratory training facilities

IV. Responsibility of Personnel

- Superintendent
- Principals
- Teacher-Coordinator of Program
- Special Education teacher
- Regular classroom teachers
- Placement committee (include membership by title)

V. Evaluation and Re-Evaluation

- Total program
- Periodic re-evaluations of pupils

THE INDIVIDUAL PSYCHOLOGICAL REPORT

AN INDIVIDUAL PSYCHOLOGICAL EVALUATION is a comprehensive process requiring the gathering of information from a variety of sources, the assessment of this information and the subsequent preparation of a written report of findings and recommendations. The primary purpose of this report is to assist the placement committee to make decisions concerning the placement of the child in an appropriate educational setting and for the teacher to become informed concerning the learning ability and limitations of each child. To make recommendations appropriate to the educational setting, the placement committee must consider carefully all pertinent information. Some of this information is obtained by psychological techniques and some of it is available from and/or obtained by others. Hence, an individual psychological report is one in which the psychological examiner takes into consideration information about physical condition, personal adjustment, social adjustment, intelligence, achievement, environment (e.g., home, school, neighborhood) and related factors.

RESOURCES, such as the following, are used to obtain information needed:

- Health records
- Pupil personnel records
- Anecdotal records
- Standardized individual tests of intellectual functioning
- Standardized and nonstandardized group and individual tests of achievement
- Observations of behavior in classroom and in other situations
- Interviews with parents
- Conferences with teachers and other school staff
- Records of community agencies
- Sometimes projective tests and techniques when the need is indicated

THE REPORT of an individual psychological evaluation should be written with clarity and conciseness and in the language of the reader for whom it is intended (i.e., the teacher, school administrator, placement committee and other members of the school staff who need to be informed). Obscure technical terms should be avoided. Additional data of a confidential or technical nature should remain in the psychological examiner's files, which should be kept in a secure location. The material which follows suggests what areas should be considered when preparing a written report:

Identifying Data. The heading of a report of an individual psychological evaluation should identify the pupil and provide any other information needed for filing the report. Included should be the pupil's name, his birth date, the name of the school he attends, the date of the evaluation, and the date on which the report was submitted.

Reason for Referral. The reason for making the referral for individual psychological evaluation should be given.

Developmental History. Unusual developmental events (e.g., age of walking, talking, toilet training) should be reported. It is not necessary to write a detailed history if the pupil's development has been essentially normal.

School History. Only those factors which are unusual need to be reported (e.g., grades repeated, prolonged or frequent absences).

Physical Health. Reference to physical condition should be included. Special mention should be made of physical characteristics which may affect learning. Visual and auditory defects should be noted. Comments on physique or cosmetic defects may be included.

Intellectual Functioning. Findings in this area should be presented in terms understandable to the persons for whom the report is intended. Descriptions of the level or range of intellectual ability should be provided. Characteristics, strengths or limitations of intellectual function need to be elaborated. *

Personality and Behavior. The report should include reference to attitudes, needs, and conduct and other aspects of personality, attitudes, and social action. Material obtained from projective techniques should be incorporated into the total description rather than reported as isolated findings.

Achievement. Emphasis should be placed on evidence of unusual retardation or acceleration.

Summary. The summary should consist of a brief recapitulation of all findings.

---

*Intelligence quotients and mental ages should be provided for the administrator to record on the summary sheet to justify eligibility of pupils in classes for special education.

Recommendation. Recommendations for further action should be made in the light of available information and subject to modifications as conditions change. A suggested date for re-evaluation should be provided. *

**In the case of mentally retarded children, individual psychological re-evaluations should be provided no less than once every three years in relatively uncomplicated cases. In cases where conditions in addition to mental retardation are indicated, re-evaluations should be accomplished each year, or as often as necessary to permit continuing estimates of the effects of complications over a reasonably short period of time.*

APPENDIX C

PERTINENT INFORMATION RELATIVE TO SPECIAL EDUCATION PROGRAMS

ACCREDITATION STANDARDS*

PRINCIPAL VII There is a planned instructional program in operation that leads to discovering and meeting the needs of each pupil.

Standard 18 If the minimum number of exceptional children live in the district, special classes are operated for them.

STANDARDS for special education programs are as follows:

- The special education program is operated in accordance with the approved Local Plan for Organization and Administration of Special Education Programs.
- The number and types of units operating are the same as those approved for the current school year.
- Each teacher is properly certified in the area which he is assigned to teach. In the case of combination units, the teacher is certified in both areas.
- A summary sheet which lists the number of pupils used to justify each unit is on file. The summary includes the names of each pupil, sex, age, intelligence quotient, disability, and date of enrollment.
- Each ten and eleven months approved program is justified by a calendar and schedule of activities.
- The physical facilities, specialized equipment, and teaching aids are appropriate for the type unit in operation.
- Pupil eligibility is determined by the placement committee upon the basis of the compiled data as set forth in the State Plan for Special Education.

**PRINCIPLES AND STANDARDS FOR ACCREDITING ELEMENTARY AND SECONDARY SCHOOLS, Bulletin 560, Texas Education Agency.*

FINANCING

Exceptional Children's Units are approved on the basis of need in the community according to the formula in the State Plan for Special Education. The education of exceptional children in special education programs, as defined by law, is financed by State and local funds.

Budget balanced school districts, as defined by the Minimum Foundation Program Acts, pay the special education teachers' salaries and unit operating expenses from per capita and local funds. Schools qualifying for Minimum Foundation Funds receive one hundred per cent of the minimum State salary scale for special education teachers; however, school districts which border on being budget balanced schools may receive less than one hundred per cent of the minimum State salary schedule.

In addition to minimum salaries for teachers of special education, school districts are allocated funds which may be used for maintenance, supplies, utilities, insurance, etc. Districts will be allocated $600 for each eligible classroom teacher unit and each approved special education unit.

PUPIL PERSONNEL ACCOUNTING

The average daily attendance (ADA) of exceptional children is reported separately from the ADA accrued on pupils in regular classes and cannot be used in the accrual to determine the number of eligible classroom teacher units (CTU's). The only exceptions to this are when a child is receiving speech and hearing therapy. In such cases, his attendance, when enrolled in regular classes, may be reported as eligible attendance and counted toward the eligibility for CTU's.

All special education teachers keep attendance records and the following guide lines will assist in the procedures for attendance accounting:

The Official Teacher's Daily Register is kept on pupils enrolled in classrooms for the blind, partially sighted, physically handicapped (crippled and special health problems, minimally brain injured), deaf and/or severely hard of hearing, educable mentally retarded, and trainable mentally retarded. Pupils are coded as ineligible (I) and the same procedures outlined in the register are followed.

The Official Teacher's Daily Register is also kept for the homebound and/or hospitalized pupils and coded as ineligible (I). To meet the minimum requirement of three (3) hours instruction per week, a pupil may be taught twice a week for one and one-half hours (1 1/2) each period, or three (3) times a week for one (1) hour each period. Instruction is comparable to a five day week; however, for attendance accounting, average daily attendance should

be recorded and computed ONLY for those days on which the child is in company of a teacher for purposes of instruction. Should the child miss one of the designated instruction periods because of illness, therapy, or surgery, the absence should be entered in the teacher's register as an absence for one day.

Speech and Hearing Therapists are not required to keep an Official Teacher's Daily Register, but a class roll book or forms developed by the local school should be used to record the length and number of therapy sessions for each pupil receiving therapy. Should a child miss a scheduled session, an absence for that session should be entered.

In the program for the Educable Mentally Retarded the developmental level of the pupil should be recorded in the Teacher's Daily Register along with the other information recorded on each pupil. If the Register furnished by the Texas Education Agency is used, Column 4, page 1, may be used for this purpose. If other forms of pupil personnel accounting are in use, this information may be indicated beside the student's name.

CONSULTATIVE SERVICES AVAILABLE TO LOCAL DISTRICTS

Consultative services from the Division of Special Education of the Texas Education Agency are available to schools desiring assistance with special education programs. Upon request from the superintendent of schools, a visit may be arranged to assist with such problems as organization and administration, eligibility of pupils, curriculum development, equipment and supplies, developing a local plan, expanding the program, and specific problems which may be peculiar to a particular school.

APPENDIX D

TEXTBOOKS FOR EXCEPTIONAL CHILDREN

REGULATIONS REGARDING ADOPTION TEXTBOOKS. Adoption textbooks used in the Texas public schools are available to exceptional children at the grade level in which they are achieving. Forms for obtaining textbooks are distributed from the Texas Education Agency, Division of Textbooks. The following plan shall be observed:

- Include all pupils of special education classes in the total enrollment figures used as the basis for textbook requisitions.

- Include all special education teachers in each grade and subject level that each is teaching in order that teacher's editions, manuals, and guides can be provided.

- Local school officials are to retain out-of-adoption books as may be needed to build a suitable library of such materials for use by teachers and pupils.

- In subjects where pupils advance more than one grade level within a single year, additional textbooks will be allowed to meet such needs if they cannot be met from the normal quota of 110 per cent of the enrollment.

- If the annual requisition for books for the past year did not include in the total enrollment the pupils of special education classes, a supplemental requisition for books to meet the needs of these classes may be filed.

REGULATIONS REGARDING TEXTBOOKS FOR VISUALLY HANDICAPPED STUDENTS. Braille books, Large Type books, Talking books and tangible apparatus are available for blind and partially sighted pupils under certain conditions.

- Students must be registered and certified as visually handicapped through the Division of Special Education.

- Forms to register and certify visually handicapped students are mailed to all public school superintendents each year prior to the first Monday in January and should be filed with the Texas Education Agency, Division of Special Education within fifteen (15) days after the first Monday in January.

- Legally blind students enrolled in public schools on the first Monday in January each year are eligible for Federal per capita funds under Public Law 922 and also for State funds under S. B. 226, 56th Legislature.

- Legally blind students enrolled in public schools after the first Monday in January and partially sighted students are eligible for State funds under Senate Bill 35, 59th Legislature, 1965.

- Federal fund allotments may be spent for Braille books, Large Type books, Talking books and/or tangible apparatus. These funds are restricted to any item or items listed in any of the various catalogues and/or supplements published by the American Printing House for the Blind, Louisville, Kentucy.

- State fund allotments may be spent for Braille, Large Type, and any other medium or apparatus which conveys information to the reader or otherwise contributes to the learning process.

- Catalogues, order forms, and procedures for ordering textbooks using State and/or Federal funds will be supplied from the Texas Education Agency, Division of Textbooks.

APPENDIX E

CERTIFICATION FOR SPECIAL EDUCATION TEACHERS

REQUIREMENTS FOR THE PERMANENT PROVISIONAL CERTIFICATE FOR TEACHERS OF EXCEPTIONAL CHILDREN ACCORDING TO THE SPECIALIZED AREAS

REQUIRED OF ALL TEACHERS

Completion of a baccalaureate degree (including 6 semester hours in American History and the course(s) in Texas and Federal Constitutions).

Completion of a general education program of around 60 semester hours in courses that provide common backgrounds and foundations of our social and cultural heritage.

FOR A TEACHER OF DEFICIENT VISION

Completion of content course requirements for the elementary or for the secondary schools, whichever is applicable.

12 semester hours in professional elementary or professional secondary education, whichever is applicable.

3 semester hours in a survey course in education for exceptional children.

12 semester hours in courses directly related to teaching children who are partially sighted or blind. The ability to read and write Braille and to teach the reading and writing of Braille must be included.

6 semester hours in directed teaching which shall be in both this area of special education and the regular classroom.

FOR A TEACHER OF ORTHOPEDICALLY HANDICAPPED (Physically Handicapped)

Completion of requirements in content courses for teachers in elementary or secondary schools, whichever is applicable.

12 semester hours in professional elementary or professional secondary education, whichever is applicable.

3 semester hours in a survey course in education for exceptional children.

9 semester hours in courses directly related to teaching physically handicapped children.

6 semester hours in directed teaching which shall be in both this area of special education and the regular classroom.

FOR A TEACHER OF THE HOMEBOUND OR HOSPITALIZED

Hold a Texas permanent Provisional Certificate with elementary or secondary endorsement.
Have on file in the superintendent's office evidence of the successful completion of:

- 3 semester hours in a survey course in education for exceptional children.
- 3 semester hours in a course directly related to teaching orthopedically handicapped children.

No special certificate endorsement is required for the Homebound or Hospitalized.

FOR A TEACHER OF DEAF AND/OR SEVERELY HARD OF HEARING

9 semester hours in content courses for the elementary school.
12 semester hours of either elementary or secondary courses, whichever is applicable.
18 semester hours in courses directly related to the teaching of deaf children; including courses in the areas of the anatomy of the ear, nose and throat, techniques and interpretations of hearing tests, speech development for the deaf, speech reading, auditory training, and specialized techniques for content subjects.
6 semester hours in directed teaching in classes for deaf children.

FOR A TEACHER OF MENTALLY RETARDED

Completion of requirements in content courses for teachers in elementary schools.
12 semester hours in professional elementary education.
3 semester hours in a survey course in education for exceptional children.
9 semester hours in courses directly related to teaching mentally retarded children.
6 semester hours in directed teaching which shall be in both this area of special education and the regular classroom.

FOR A SPEECH AND HEARING THERAPIST

18 semester hours in professional education courses, including at least 9 semester hours in psychology.
3 semester hours in a survey course in education for exceptional children.
27 semester hours of speech and hearing courses, with an area designated as speech and hearing therapy. This shall include 300 clock hours of clinical practice, one-half of which must be in a public school setting.

6 semester hours in directed teaching in the field of speech and hearing therapy. (100 clock hours in a public school may be earned concurrently with the 6 semester hours of student teaching.)

NOTE: For an individual who has already completed a baccalaureate degree with preparation for teaching and desires an endorsement in the field of special education, the college should consider the person's previous record of preparation and experience and should appraise on an individual basis the specific courses that should be taken to meet requirements for certification. A transcript of college credits should be presented to a senior college in Texas that is approved for preparation of teachers in the above specialized areas.

COLLEGES AND UNIVERSITIES OFFERING APPROVED PROGRAMS FOR AREAS OF SPECIAL EDUCATION AS OF SEPTEMBER, 1965

DEFICIENT VISION

The University of Texas--Austin
University of Houston--Houston

ORTHOPEDICALLY HANDICAPPED (Physically Handicapped)

Baylor University--Waco
Lamar State College of Technology--Beaumont
Our Lady of the Lake College--San Antonio
Southwest Texas State College--San Marcos
Texas Woman's University--Denton
The University of Texas--Austin
University of Houston--Houston

DEAF AND/OR SEVERELY HARD OF HEARING

Texas Woman's University--Denton
The University of Texas--Austin
Trinity University--San Antonio
University of Houston--Houston

MENTALLY RETARDED

Baylor University--Waco
Bishop College--Dallas
East Texas State College--Commerce
Hardin-Simmons University--Abilene
Incarnate Word College--San Antonio
Lamar State College of Technology--Beaumont
Pan American College--Edinburg
Sacred Heart Dominican College--Houston
Sam Houston State Teachers College--Huntsville
Southwest Texas State College--San Marcos
Stephen F. Austin State College--Nacogdoches
Texas College of Arts and Industries--Kingsville
Texas Technological College--Lubbock
Texas Western College--El Paso
Texas Woman's University--Denton
The University of Texas--Austin
University of Houston--Houston
West Texas State College--Canyon

SPEECH AND HEARING THERAPY

Abilene Christian College--Abilene
Baylor University--Waco
East Texas State College--Commerce
Hardin-Simmons University--Abilene
Lamar State College of Technology--Beaumont
North Texas State University--Denton
Our Lady of the Lake College--San Antonio
Southern Methodist University--Dallas
Southwest Texas State College--San Marcos
Stephen F. Austin State College--Nacogdoches
Texas Christian University--Fort Worth
Texas Technological College--Lubbock
Texas Woman's University--Denton
The University of Texas--Austin
University of Houston--Houston
West Texas State College--Canyon

NOTE: Before enrolling, please check with the college to be sure that the program is still approved.

PERMITS FOR SPECIAL ASSIGNMENT FOR ALL AREAS OF SPECIAL EDUCATION

The Permit for Special Assignment is available only upon the request of an employing superintendent. Special forms for the Permit are available upon request from the Division of Teacher Education and Certification.

All initial applicants for Permits for Special Assignment after August 1, 1960, must meet the following requirements.

GENERAL REQUIREMENTS for all persons who are to teach in an area of special education on a Permit for Special Assignment:

- Hold a baccalaureate degree from an accredited institution.
- Hold a valid Texas teacher's certificate.
- Have completed one year of teaching experience.
- Superintendent will agree to make it possible for the teacher to attend a one or two day orientation workshop in the specific area to which assignment has been made. (The workshop to be held in a centrally located area and conducted by a consultant of the Division of Special Education.)

SPECIFIC REQUIREMENTS in addition to the above listed general requirements.

Blind

- There must be one or more units in operation in this specific area in the school system and staffed with a teacher fully certified in this area.
- The person for whom the permit is requested must be able to read and write Braille.

Partially Sighted

- There must be one or more units in operation in this specific area in the school system and staffed with a teacher fully certified in this area.

Orthopedically Handicapped (Physically Handicapped)

- Must meet all general requirements only.

Homebound or Hospitalized

- Must meet all general requirements only.

Deaf and Severely Hard of Hearing

- There must be one or more units in operation in this specific area in the school system and staffed with a teacher fully certified in this area.

Mentally Retarded (Educable and Trainable)

- Must meet all general requirements only.

Speech and Hearing Therapy

- There must be one or more units in operation in this specific area in the school system and staffed with a teacher fully certified in this area.

- The person for whom the permit is requested must have a major or a minimum of 24 semester hours in the field of speech.

RENEWAL. For renewal of a Permit for Special Assignment in any area of special education:

- The teacher will present a college plan from an approved college or university outlining the requirements to be completed for securing a permanent Provisional Certificate in the designated area of special education.

- The teacher will present an official college transcript showing the completion of 6 semester hours as required by the college. The first 6 semester hours to be taken must be directly related to the specific area of assignment.

APPENDIX F

TRANSPORTATION FOR CERTAIN EXCEPTIONAL CHIDREN

Pupil Eligibility:

Each local school district desiring to provide special transportation under Senate Bill No. 190, Acts of the 59th Legislature, to certain of its physically and/or orthopedically handicapped, visually handicapped, deaf or trainable mentally retarded pupils attending approved exceptional children programs shall determine that each such individual pupil transported:

- Is unable to utilize existing regular transportation services.
- Would be unable to attend the exceptional children class unless such special transportation is provided.

Transportation Allotment:

- Each participating district on or before September 15, 1967 shall furnish the Texas Education Agency with an estimate of the number of eligible exceptional children to be transported for the 1967-68 school year.

- A preliminary allotment based on the district's estimate will be computed by multiplying the estimated number of pupils to be transported by one hundred fifty ($150) dollars. This allotment will become a part of the district's Foundation School Program budget for the year.

  The initial allotment in each year thereafter shall be the same as the final allotment for the immediately preceding school year.

  Each participating district on or before January 15 of each school year will file with the Texas Education Agency an alphabetical listing of the pupils being transported on the first Monday in December and shall certify that these pupils meet the eligibility requirements of the Act. The final allotment to the district shall be computed by multiplying the number of eligible pupils listed on the report by the per-pupil rate of one hundred fifty ($150) dollars.

Administration of State Funds Received:

- State Funds received for the transportation of exceptional children must be deposited in a special fund to be entitled "Exceptional Transportation Fund" as stipulated in the Act. Where a district uses an Operating Fund Bank Account the internal accounting records of the district must indicate clearly that the State Funds are credited to the Exceptional Transportation Fund.

- State Funds received may be used only for the transportation of children in the district-operated exceptional children program.

Availability of Records for Audit:

Each participating district will be expected to make its pupil eligibility and fiscal records available for audit by the Field Audit Division of the Texas Education Agency.